

UNARMED RESPONSE TO ACTIVE SHOOTER EVENTS

Lesson Plan

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Dr. Richard Hogue, Ed.D.

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EXECUTIVE SUMMARY

This slide presentation is offered as a free guide to school corporations in evaluating current active shooter prevention and response programs, and in developing the same.

This information is not intended to comprise a complete program for preventing and responding to an active shooter event, nor is it meant to serve as a substitute for expert advice provided by local law enforcement, as well as medical, psychiatric and legal personnel.

The Unarmed Response to an Active Shooter program is a change in the traditional paradigm for responding to an active shooter event. This program's focus is to provide prevention strategies and response options, so that students, teachers and staff have an increased chance of survival if faced with an active shooter event. Exercising these options may increase the security of students and staff while awaiting law enforcement arrival.

This program serves the following objectives:

- Define the Active Shooter
- Change the Paradigm: Prevent and Respond
- Examine Current Trends and Data
- Recognizing the Phases of the Active Shooter
- Provide a Brief Historical Review
- Discuss Early Warning Behaviors
- Discuss Prevention and Response Options
- Strengthen Your Program

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UNARMED RESPONSE TO ACTIVE SHOOTER EVENTS

Lesson Plan

SLIDE # 1: UNARMED RESPONSE TO ACTIVE SHOOTER EVENTS

This is the time to introduce the presenters and underscore that both prevention and response options will be discussed. This is the time to emphasize that this is a FREE program. In the prevention segment of the program we hope to demonstrate that active shooters typically display specific behaviors that may assist educators and law enforcement in early identification of potential threats. In the response segment we hope to expand on the traditional Run, Hide or Fight model. We will attempt to explain in more detail the specific actions necessary to carry out each phase of the traditional Run, Hide or Fight model.

Again, we hope to provide prevention and response options to appropriately manage an "Active Shooter Event". If these options are exercised, they may provide the means to keep students and educators safe for a longer period of time. Presenters may wish to stress that a goal of this program is to provide options for educators to "live" for their students! Typically, "active shooter events" are brief in duration. By exercising these options, students and educators may be able to secure their safety during that critical time it takes law enforcement to respond.

SLIDE # 2: DISCLAIMER

While the "Disclaimer" is displayed, this may be an opportunity to stress that no program is a guarantee against all school violence. Presenters may wish to underscore that the Unarmed Response to an Active Shooter Program will be successful only when it is combined with a comprehensive school safety program.

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SLIDE # 3: PROGRAM OBJECTIVES

Briefly, the program objectives will serve as a framework to discuss and examine lessons learned from earlier “Active Shooter Events”. As we discuss previous “Active Shooter Events” we will provide prevention and response options if exercised may increase the chances of preventing and or surviving one of these catastrophic events.

Objectives

Definition of an Active Shooter

A clear definition will be provided to underscore that an Active Shooter refers to individuals that intends to inflict continuous harm via the use of a variety of weapons. This would be a good time to underscore that not all school shootings fit neatly into the ISP Definition. Brownstown, Martinsville, and the Purdue University events may be discussed to emphasize that these events can happen anywhere. If this program is presented out of Indiana, other examples may be cited. The fact that a single casualty was experienced in Brownstown, Martinsville, and at Purdue University by no means lessens the horrific loss. It may be noted that these events could have escalated into an Active Shooter Event (ASE) with a very minor change in the circumstances.

Changing the Paradigm from Simply Respond to Prevention and Response

This program provides educators with prevention and response options. In the prevention segment we will discuss programs that may assist in identifying potential threats. Early identification is a key component in the prevention of an “Active Shooter Event”. We will examine “Early Warning Indicators” or “Early Warning Behaviors” commonly encountered in many “Active Shooter Events”. By doing so, we hope to lay the groundwork to assist in the early identification of a potential threat. However, if the unthinkable occurs we will also provide response options that may assist students and educators in surviving an “Active Shooter Event”.

Examine Current Trends and Data

We will examine the statistics, trends and data of selected “Active Shooter Events”. We have selected a cross section of “Active Shooter Events” that are representative of the overall body of “Active Shooter Events” across our country. While no clear “profile” of an active shoot exists. We hope to identify several common behaviors that may assist in ascertaining those in need of intervention.

Recognizing the Phases of an Active Shooter

In our study of active shooters, we have learned that they go through several distinct phases of development. By educating ourselves on these phases, we may add a prevention



tool to our safety kit. This tool may assist in the early identification of individuals in need of intervention.

(Five Phases of an Active Shooter, Lt. Dan Marcou, La Crosse, WI Police Department)

Provide a Brief Historical View

A brief historical review will be provided to bring into focus that “Active Shooter Events” have several common factors and it will become apparent that they can happen anywhere (including here).

Discuss Early Warning Behaviors

As we discuss the trends and history of “Active Shooter Events”, we will identify a brief list of behaviors or indicators that may be used to identify individuals in need of intervention.

Discuss Prevention and Response Options

We will briefly discuss strategies that may assist in preventing an active shooter event. We will also discuss strategies and actions that may assist students and educators in responding to an “Active Shooter Event”.

Suggestions for Strengthening the Safety Program

Programs, actions and practices will be discussed that may increase the safety our campuses.

SLIDE # 4: THE INDIANA STATE POLICE DEFINITION OF AN ACTIVE SHOOTER

This definition expresses and underscores the concept that an “Active Shooter” is not limited to the use of a firearm. The definition should focus on the intent of the perpetrator to inflict continuous bodily injury or death on individuals they target. Note: Some school shootings do not always fit neatly into the “continuous bodily injury” component of this definition. The Indiana shootings at Brownstown Central, Martinsville, and Purdue University stand as examples where specific individuals were targeted. Although, we will focus our discussion on those events identified under the “Active Shooter Definition”, these three tragedies at a minimum should serve as a resounding reminder that these horrific events can happen anywhere, even here in the heartland of America.

SLIDE # 5: CHANGING THE PARADIGM TO PREVENT & RESPOND

Traditionally, the options for surviving an Active Shooter Event have concentrated on response. We want to underscore that prevention and response options are available in an Active Shooter Event. We will discuss prevention strategies as well as response options. By



exercising these options, educators may prevent catastrophic events and or respond in a fashion that will secure their safety as well as the safety of those in their charge. We want to stress that we are not asking educators to die for those in their charge but truly the opposite! We want them to live for their students! By exercising their options, educators may be able to take actions that secure their safety as well the safety of those in their charge.

SLIDE # 6: THE TERRIBLE PRICE

This slide will be left blank for emphasis. This is an appropriate time to address the terrible loss of our nation's most valuable resource---our children. The next slide represents students and staff who lost their lives in the Virginia Tech tragedy. Each parent, spouse, and or educator will identify with someone in next slide.

SLIDE # 7: VIRGINIA TECH STUDENTS

This slide can be covered with very few comments. It is suggested that those in attendance be given time to internalize the magnitude of the loss. This slide will underscore and put a "face" on the tragedies that we are about to discuss. These students and faculty members are real. They represent the students and faculty that educators see every day. Every educator will identify with several of the individuals in these photographs. This slide will underscore the bright lights that were extinguished with a sudden, violent, and appalling but potentially preventable act.

SLIDE # 8: HISTORY AND DATA REVIEW

This slide will be left blank. Here, we can introduce to the audience that we will provide a brief review and cross section of the history and data associated with "Active Shooter Events". An important concept to stress is to underscore that by studying the past we may very well be able to better anticipate the future.

SLIDE # 9 AND 10: INCIDENT FREQUENCY AND LOCATION CATEGORIES

Key Teaching Concepts

The main idea to underscore from the study is that "Active Shooter Events" are on the Increase. With the exception of commercial settings, education settings represent the second highest environment or site in which these events to occur!

These slides reflect some of the major findings from the FBI's most recent "Active Shooter Incidents Study" (This study began in early 2014 and was conducted by the FBI in



cooperation with the Texas State University's Advanced Law Enforcement Rapid Response Training Center): Note that the study is not limited to school settings! However, it does demonstrate that "Active Shooter" events in schools rank second only to "Active Shooter Events" that occur in commercial settings. (Again, this broad based study began in early 2014 and was conducted by the FBI in cooperation with the Texas State University's Advanced Law Enforcement Rapid Response Training Center)

Again, these statistics demonstrate the "Active Shooter Data" for all settings or environments. Regardless, the point to stress is that these events appear to be on the increase.

It should be clear from the data in the FBI Study that, "Active shooter incidents are becoming more frequent—the first seven years of the study show an average of 6.4 incidents annually, while the last seven years show 16.4 incidents annually."

FBI Study of Active Shooter Incidents in the United States between 2000 & 2013

We often get the question relative to the gender of the shooters. "All but six of the 160 incidents involved male shooters (and only two involved more than one shooter)."

FBI & Texas State University's Advanced Law Enforcement Rapid Response Training Center, "A Study of Active Shooter Incidents in the United States Between 2000 and 2013"

In the educational settings, the frequency or percentage of the shooters being male rather than female is even higher. Just a note to underscore that the data in this document is specific to the educational settings while the FBI Study incorporates data from a variety of settings (including but not limited to businesses, residences, government centers, houses of worship, open spaces, etc.). The assumptions referenced in this document are based on events from the educational setting unless so noted.

SLIDE # 11: DATA REVIEW

Key Teaching Concepts

The "Active Shooter" often takes victims randomly. As we review several "Active Shooter Events" we will note that victims are taken as they are encountered. An important goal in surviving an "Active Shooter Event" should be to remain out of contact and undetected. Escaping and locking down strategies may assist in achieving these goals. These strategies should enable you to stay out of the "killing zone" of the attacker or react in a fashion that may provide you the best option for survival in an "Active Shooter Event".



Key Teaching Points to stress

Remember, the attacker takes his victims rapidly as he encounters them. To survive and enhance the survival of those in your charge, your plan must be implemented immediately. Your plan must take you and those in your charge out of contact with the attacker as quickly as possible. Here, it is important to start the discussion of having a plan. Your plan may have many variables but the goals are to remove you and those in your charge from the “killing field” (“circle of violence”) and or move you and those in your charge into a secure area. You want to prevent encountering the shooter.

If we review active shooter events from an overarching perspective or “big picture” view, we find that the “Active Shooter Events” have some specific and common components as they unfold. The shooter may initially seek out a specific target but as the event progresses the targets are often taken in a more random fashion. In Marysville, the shooter targeted a table where his friends were seated and then progressed to a more random pattern of killing. In Newtown (Sandy Hook Elementary), the event took a classic random appearance with the shooter taking victims as he encountered them. He took his victims as he encountered them in the hall and as he gained access to them through unsecured doors. In DeKalb's Northern Illinois University, the attacker conducted his assault in a totally random fashion with the event ending in the suicide of the attacker. In Virginia Tech, the shooter in his writings expressed his anger at individuals that he perceived to have persecuted him, but his taking of victims was in a random fashion which ended in his suicide.

As the event unfolds, the shooter becomes a killer governed by opportunity and takes victims as they are encountered. This process underscores the importance of potential victims taking all actions necessary to make themselves “hard targets”. The attacker’s focus clearly transitions to taking the easiest target in a random fashion. As you will note in the practical phase of our program, the “Active Shooter Events” progress very quickly and the number of victims mount up as quickly as the attacker can contact them and pull the trigger.

SLIDE # 12: DATA REVIEW

Key Teaching Concepts

The Department of Homeland Security Department reports that the average length of an Active Shooter Event is approximately 12.5 minutes. A question often asked is, “How often are active shooters female?” The FBI reports that over 96 % of the “active shooter events” across the country are perpetrated by a male. In “active shooter events” specific to schools the number will most likely be even higher. The suicide of the shooter is one of the most common ends to these events. The intervention of someone at the scene appears to be the



second most likely ending. This should underscore how important it is to have a plan. Typically, you do not need to extend your safety for lengthy periods of time. These are violent but brief events. You need to have options that if exercised will keep you safe until help arrives. Help is on the way but your actions are critical to surviving an active shooter event. Simply, these events unfold very quickly. Your plan or strategy is critical to staying alive long enough for help to arrive. The data on the duration of these events often becomes skewed when we consider active shooter events in all settings. In our review of ASE, we found that school shootings under our definition last more in the 5-7 minutes range. Again, suicide of the shooter is a common outcome. In recent events (VT, Sandy Hook & Marysville), the shooter took his life.

SLIDE #13: DATA REVIEW

Key Teaching Concepts

These events are planned. Often, these events are planned to the extent that charts, maps, and drawings are made. It is believed that the extensive planning may have a goal. Some suggest that the goal of the shooter is to surpass the death total of earlier active shooters. We should emphasize that the planning often goes on in plain sight. This can be an introduction to the next slide that underscores that often people know and witness behavior that concerns them.

SLIDE #14: DATA REVIEW

Key Teaching Concepts

In “The School Shooter: A Quick Reference Guide”: (Safe School Initiative Report: FBI, United States Secret Services and Department of Education)”, more than 80% of school shootings the attacker confided in peers his intent. Ninety three percent of the shooters engaged in actions that caused others to be concerned. These people hide “in plain sight”. Often we have actionable knowledge. However, the people with the knowledge do not take the potential shooter seriously or do not want to get involved.

This is the time to stress the importance of communicating concerns to the appropriate people. Examples of appropriate people may include (administrators, teachers, SRO, counselors, parents, law enforcement, etc.). A method of communicating concerns to the appropriate adults should be a component of every school safety plan. The methods of communicating critical information will be discussed in more detail as we progress through this document.



SLIDE # 15: FIVE STAGES OF THE ACTIVE SHOOTER

Key Teaching Concepts

By reviewing the phases of an active shooter event, we can demonstrate that these events are planned. By educating the school community to the planning process of most shooters, we may better be able to prevent them.

Additional Teaching Concepts

On this slide, it is important to note that throughout the phases of this process, opportunities may exist to stop the impending tragedy. In the slides to come, we will discuss specific indicators or behaviors exhibited by the shooters we have studied. We will also detail specific strategies on reporting mechanisms that may be utilized to obtain assistance for individuals in need of intervention. Here, we begin to underscore the importance of preventative measures that may be utilized to identify individuals exhibiting behaviors that create concern and avenues to convey that concern to the appropriate individuals.

Threat Assessments and Intervention Programs/Teams, tip lines, commercial reporting systems, electronic tip lines, student shadowing/monitoring programs (assigning students to students or teachers to students for the purposes of mentoring and counseling), internet utilization programs, etc., represent only a brief overview of programs that may assist educators in monitoring the behavior of students, staff, coworkers and various members of the school community. We must have ongoing programs that enhance communication between student and responsible adults (as well as programs that encourage communication among all members of the school community).

The Phases of an Active Shooter Event!

- Fantasy: Initially, the shooter only dreams of the shooting. He fantasizes about the headlines and the news coverage he'll receive. He pictures breaking the death count record of the previous active shooter, and going out in a blaze of glory. This is typically the stage in which the potential shooter starts to express and share his thoughts, fantasies, delusions, and or obsessions.
- Planning: "In this stage, the shooter will start to organize his plan" (drawings, basic written plans, etc. In many cases, the planning should have been apparent to those coming in contact with the shooter.



- Preparation: “Here, the event starts to come into focus for the shooter. He starts to obtain the weapons and materials necessary to carry out the event.” Again, he continues to tell others of the impending attack.
- Approach: “This phase is a very dangerous stage. The suspect has made his plans and decided to act. He will be walking, driving, or riding toward his intended target, armed with his tools of death.”
- Implementation: “Once the Implementation Phase starts, the focus of shifts from prevention to the need for response options.”

“Five Stages of the Active Shooter,”

Developed by Lt. Dan Marcou, La Crosse, WI Police Department (retired)

It is important to again state that many of the “Phases of an Active Shooter” are carried on in plain sight!!!!

SLIDE # 16 AND # 17: HISTORICAL OVERVIEW

Key Teaching Concepts

We have selected a cross-section of active shooter events in slide # 16 & # 17. In these slides (16 & 17) we endeavor to demonstrate that many of the perpetrator’s exhibited behavior associated with the “Early Warning Indicators” that are set out in slide # 19. A summary of Active Shooter Events juxtaposed with “Early Warning Indicators” may help to illustrate the importance of being aware of these indicators. Although each member of the group may not have displayed every behavior, the group did consistently share many of the indicators. By educating members of the school community to be mindful of these indicators, we may be able to intervene with the student Threat Assessment and Intervention Team to prevent a catastrophic event. Again, there is not a concrete “profile” of an active shooter. However, this process may very well enhance our ability to identify potentially dangerous individuals before the situation evolves into an active shooter event.

Critical Lessons Learned from the Historical Events Reviewed

Allegedly:

1. Pearl: Allegedly, it was reported that the perpetrator experienced loss, felt bullied, planned, communicated his intent to others, and displayed signs of mental and or emotional health issues.
2. Paducah: Allegedly, it was reported that the perpetrator felt bullied and isolated. He planned, communicated his intent to others, and allegedly displayed mental and or emotional health issues.



3. Jonesboro: Allegedly, it was reported that the perpetrators were viewed as tough guys or bullies. It was alleged, that they may have possessed mental and or emotional health issues. Many indicators are present that demonstrate that they planned extensively, communicated their intent to others, and it was reported that one of the shooters had just lost love interest.
4. Springfield: Allegedly, it was reported that the assault was planned and the perpetrator displayed an intense fascination for weapons. Allegedly, it was reported that he displayed various mental and or emotional health issues and it was reportedly that people felt that he was spirally out of control!
5. Columbine: Allegedly, the perpetrators displayed several of the “Early Warning Behavior or Indicators”. Allegedly, diversion programs and or counseling programs were reported to have been utilized to assist the attackers prior to the event. Law enforcement had been contacted regarding behavior displayed by at least one of the attackers. It was reported that the actions of one of the attackers were sufficiently threatening to cause concern in others. It was alleged that mental or emotional health issues may have characterized at least one or both of the shooters. They meticulously planned their attack (99 or more explosive devices and multiple weapons were reported to be involved in the plan). Reportedly, they penned violent thoughts. It was alleged that one of the perpetrators harbored feelings of contempt for others and viewed himself as god-like being. Allegedly, they held a fascination for weapons & an equal fascination for causing mass death on a scale much like a terrorist event.

SLIDE # 17: HISTORICAL OVERVIEW

6. Red Lake: It was alleged, that the ‘shooter’ lost both parents by age 11. Allegedly, the attacker was diagnosed with mental health issues and medicated. Apparently, depression with suicidal tendencies may have been identified. He was reportedly teased and bullied. It was reported that he experienced feelings of isolation. Evidence of preparation and planning can be found in posted drawings, stories & his utilization of weapons/vests.
7. Virginia Tech (Blacksburg): Allegedly, the perpetrator displayed nearly all of the “Consistent Warning Signs”. It was alleged, that he suffered from various emotional and or mental illness issues (anxiety disorder, depression). It was reported that others considered his behavior threatening and filed complaints expressing their concern. It was alleged that he was referred for professional psychological. He stalked a female student and experienced their rejection. He felt bullied (largely as a result of his speech impediment). He was fascinated with weapons and planned.



8. DeKalb, Illinois: Allegedly, he suffered from mental or emotional health issues. It was also alleged that the issues were diagnosed and medicated for many years. It was reported the shooter suffered the loss of his mother due to illness. It was also reported that he expressed feelings of isolation, suicide, and worthlessness. It was widely reported, that he planned and had a fascination for violent figures including perpetrators of school violence.
9. Newtown: It was widely held that the perpetrator suffered from emotional and or mental health issues. It was reported that he had not left his room in months. He had accumulated several weapons. Along with a fascination for weapons, he was fascinated with previous active shooter events. He suffered from feelings of isolation. He planned extensively (developing a spreadsheet on school shooting data). The state's attorney of Connecticut report suggests that his teachers felt that the level of violence in his early writing exceeded what could be expected of students in his age group. The digital evidence (in the state's attorney of Connecticut report) indicated that he played a game themed on violence against students.
10. Marysville: The shooter allegedly suffered a loss of a girlfriend. A friend described him as heartbroken. His texts demonstrated a sense of depression, isolation, futility, etc. ("I know it seems like I'm sweating it off, but I'm not. And I won't ever be able to." "I set the date. Hopefully you regret not talking to me"; "You have no idea what I'm talking about. But you will" and "Bang bang I'm dead."). He appeared to be attempting to communicate his intent in the foreboding messages.

SLIDE #18: (NEWS CLIPS)

Key Teaching Concepts

During the news clips, this may be a time to underscore the relationship between the Early Warning Indicators and the shooters highlighted in slides 16 & 17. By studying the past events we may be able to identify specific "Early Warning Indicators" that individuals of concern may display. By investing time and effort in identification policies/procedures and by promoting/enhancing communication practices (between students and responsible adults as well as all members of the school community), we may very well intervene prior to an active shooter event.

It is important to note that law enforcement has learned by studying previous "Active Shooter Events". The critical strategy of law enforcement entering the building as they arrive to "hunt" for the perpetrator is an outgrowth of one of the early tragedies (Columbine). Educators should have the same goal of attempting to learn from a review of these tragic and historical events.



SLIDE #19: CONSISTENT EARLY WARNING INDICATORS

Key Teaching Concepts

This slide may be one of the most important slides. Several key emotional factors, behaviors, conditions, indicators, etc. are identified. In studying “Active Shooter Events”, several specific “Indicators” have been identified. We find that many of these Early Warning Indicators/Behaviors are exhibited by individuals carrying out ASE in the educational settings.

Note to Troopers: In the Supplemental Material provide to Indiana State Police personnel additional information on various “Active Shooter Events” is provided. Information on the potential relationship that may exist between the “Early Warning Indicators (Behaviors)” and the development of an “Active shooter Event” is provided. It is not suggested that any single indicator can be used as a foolproof tool for identifying potential dangerous individuals. However, these indicators may be helpful tools in raising the level of concern and identifying the need for intervention.

A. Depression

1. Depression seems to be a reoccurring malady in the lives of many of the shooters. Depression and the struggle with poor self-concept and self-image seem to provide fertile ground for individuals to seek revenge and to some degree fame. By committing these heinous acts they may elevate their view of self to that of the one in control and elevate their view of self by gaining the increased recognition or notoriety they seek.
2. As depression progresses, the malaise and futility seems to spiral into thoughts of suicide. Depression may result in feelings of isolation, futility, and withdrawal with suicide as a perceived solution.

B. Manifestation of emotional or mental health issues

1. Columbine, Virginia Tech, Sandy Hook seem to indicate that emotional or mental health indicators were present.
 - a. Some of the emotional or mental health concerns alleged in various events were: Personality disorder, Schizophrenia & Delusional Disorders, Personality Disorder, Anxiety, Psychopathic Behavior, etc.

C. Feelings of Rejection/Being Bullied or Bullying & the subsequent desire for revenge.

1. The impact of bullying on self-esteem (how we feel about ourselves), self-image (how we view ourselves and how we feel significant others see us), self-concept (who we believe we are)



It is important to note that both being bullied as well bullying may indicate individuals in need of intervention. We often see bullying as a precursor to creating an individual that may develop the need to get revenge, to recoup lost self-esteem or concept, etc. Interestingly, those that bully may also have emotional or mental health concerns that merit intervention.

D. Significant Loss

1. This can be represented in a variety examples: loss of a love interest, loss of parent, loss of a significant social status (loss of friendship to loss of an extracurricular position), loss of security, etc.

E. Planning

1. Researching previous events (charting, data collection, planning documents, etc.). Often planning in plain sight.

F. Fascination and obsession with past Active Shooter Events and desired the fame he perceived that previous shooter to have attained.

1. Searching the net, scrapbooking articles on previous active shooter events, studying the methods of previous active shooters, etc.

G. Accumulation of Weapons

1. This is typically accompanied by an extreme fascination and excessive stockpiling of weapons.

H. Communication of Intent to Peers

1. In nearly every “Active Shooter Event” others (peers, teachers, administrators, healthcare professionals, law enforcement, etc.) viewed behavior that caused them to be concerned (93 %)*. Specifically, “in approximately 80% of school shootings at least one person had information that the attacker was thinking and or planning the school attack. It is suggested that in nearly 2/3 of the active shooter events more than one person knew.

* **(The School Shooter: A Quick Reference Guide: Safe School Initiative Report, United States Secret Service and Department of Education).*



SLIDE # 20: TYPES OF PREPAREDNESS

Key Teaching Concepts

Slide # 20 provides the time to start making the transition into putting what we know to work by developing “Preparedness”. We will discuss two types of preparedness:

Organizational Preparedness and Individual Preparedness.

First Organizational Preparedness: This is what your school, organization, company, etc., can do to establish safety & security practices and procedures. It is the organization/school administration’s responsibility to provide tools to the staff to carry out the safety program. The process should begin with a comprehensive “threat assessment program”. Then, a secure facility, a comprehensive safety program, specific safety procedures/practices and an ongoing training/drill/practice program should be developed that address the needs identified by the “threat assessment program.”

After we discuss what the “Organization” can do, we will discuss Individual Preparedness or what individual staff members should be prepared to do to increase personal security and the security of the students in their charge.

Two Types of Preparedness

Organizational Preparedness:

Can be defined as what your school or organization can do to assist you in being prepared.

Individual Preparedness:

Can be viewed as your ability to recognize, analyze and respond to threats.

SLIDE # 21: ORGANIZATIONAL PREPAREDNESS (RESPONSIBILITY OF THE ADMINISTRATION)

The district should:

- ❖ Establish District & Campus Safety Teams
 - These teams should have a cross section of community partners (including but not limited to SRO, administrators, teachers, community partners, healthcare professionals, law enforcement, first responders, etc.)
- ❖ Develop an inventory or tool “Threat Assessment Survey/Inventory” to identify threats existing in your school community:



- The Indiana School Safety Specialist Academy can serve as a resource to provide examples.
- ❖ Use the “survey/inventory” to conduct a “Threat Assessment Survey/Inventory” of your “School Community and Campuses”:
 - ISP will provide “Threat Assessment Training” to groups of county commissions or school corporations. Indiana State Troopers and Superintendent Carter feel that local educators and local law enforcement know their respective schools better than anyone from the outside. Therefore, the ISP will train local educators and community partners to conduct a comprehensive threat assessment on their respective campuses.
- ❖ Develop safety plans that address the threats identified in the assessment (in your school community and on your campuses):
 - The Department of Education has examples of safety plans that may be tailored to meet your specific needs. Do not use a sample plan for your final program. Again, modify the sample to meet your specific needs.
 - Remember the “Threat Assessment” will identify potential problems unique to your school community. As a result, the School Safety Plan developed in response to the threats identified by your Threat Assessment” will be unique to your campuses/school system and school community.
- ❖ Practice, test, and revise your plan based drills developed by a cross section of community partners/members:
 - Remember to utilize your debriefing reports from drills to constantly improve your plan.
 - Plans are only effective if they can be implemented. Plan drills with a cross section of school community members and educators. Share the critique of the drill with the appropriate members of the school community. Drills should be a learning experience.



SLIDE #22: ORGANIZATIONAL PREPAREDNESS (RESPONSIBILITIES OF THE ADMINISTRATION: PROGRAMS AND STAFF DEVELOPMENT)

Key Teaching Concepts

- ❖ Educate all members of the school community on the Early Warning Indicators/Behaviors
 - A key component to opening the lines of communication is found in the process of educating our “School Community Partners” on the Early Warning Indicators. You should provide them with information on “Early Warning Indicators” and the available avenues to reporting and obtaining help for those identified at risk. This process can include but is not limited to posting material on the corporation website, sharing information at Parent-Teacher Meetings, community forums, school publications, etc.
- ❖ Develop programs that promote a climate of communication between students and adults
 - The programs that promote communication between students and adults are nearly unlimited. Examples include but are not limited to: Adopt-A-Teacher Programs, Mentor Teachers Programs (pairing new student or students exhibiting concerning behavior with mentors from the school community), Tip lines, boxes, websites, etc., commercial student communication programs, etc.
 - It is of critical importance to include members of the school community on safety teams. Establishing lines of communication from the school community to those that are able to intervene is critical. If community partners serve on safety committees they may serve as excellent ambassadors to convey and obtain information to and from the school community. Again, someone almost always knows before an Active Shooter Event occurs.
- ❖ Conduct drills and tabletop exercises designed and conducted by staff & empower staff to sound the alarm
 - Involve a cross section of the staff to draw from their expertise (teachers, counselors, SRO, administrators, community partners, first responders, healthcare professionals, etc.)
 - Train and empower all members of your staff to sound the alarm, initiate a lockdown, monitor visitor traffic on campus, call 911, etc.



- ❖ Train staff on dealing with difficult people & their role in the school safety plan (including visitor control)
 - Provide training for your staff in the “art of dealing” with difficult people. With this training underscore your expectations for staff to assist in monitoring visitor traffic on campus.
 - Again: Underscore to all staff members that they are empowered to sound the alarm, signal a lockdown and or call 911.

SLIDE # 23: ORGANIZATIONAL PREPAREDNESS (RESPONSIBILITIES OF THE ADMINISTRATION: MAINTENANCE OF THE PHYSICAL PLANT)

- ❖ Secure the perimeter of the facility
 - Inspect and repair all exterior doors.
 - Post signs displaying admission policies directing all visitor traffic to the main monitored entryway during the school day.
 - Lock and secure all exterior doors during the school day.
 - Admit visitors to campus during the school day through one monitored entryway.
 - Explore the designing of the entryway to route visitor traffic through a screening area prior to admitting them in the building (examples: Penn-Harrison Madison, Hamilton Southeastern).
 - Explore the practice, procedures and hardware for monitoring visitors approaching the main entryway.
 - Establish and train staff on the admission to campus procedures.
- ❖ Control access to the facility
 - Establish a policy for sign in procedures for visitor admission.
 - You may want to work with law enforcement to access data bases that will assist in identification of convicted offenders.
 - Establish procedures for creating picture identification badges for visitors and temporary staff, etc. (Simple plastic badge holder for driver license, government identification, etc. may help).



- ❖ Provide the hardware to rapidly secure classroom doors
 - Simply, make classroom doors quickly lockable.
- ❖ Provide staff with the tools necessary to sound the alarm, lockdown the facility, call 911 and take necessary action.
 - Air horns, panic buttons, hand held electronic devices, etc. may all be used to signal the alarm.
- ❖ Establish an emergency notification that is dedicated to the school safety program.

SLIDE # 24: ORGANIZATIONAL PREPAREDNESS (RESPONSIBILITIES OF THE ADMINISTRATION: CREATE A STUDENT INTERVENTION ASSESSMENT TEAM)

- ❖ Develop a Threat & Intervention Assessment Team on each campus for evaluating the need for intervention with students, parents, patrons, and visitors to campus that exhibit behaviors that create concern. (To eliminate confusion with the team that evaluates threats for the school community as well as the campuses, you may want to designate this team as the **Intervention/Assessment Team**.
 - This is a team that should be established on each campus for the expressed purpose of evaluating students in need of intervention and or assistance. It is important not to limit the scope of this team to student's behavior. Your goal is to increase the security of the campus.
 - The scope of this team may be expanded depending on corporation policy to include members of the school community.
- ❖ Utilize a cross section of school community members to serve on the committee.
 - Current teachers, former teachers, administration, SRO, healthcare professionals, law enforcement, juvenile justice staff, etc.
- ❖ Train the team on the Early Warning Indicators
 - Train the team on the Early Warning Indicators and the referral procedures.
 - Develop a process for obtaining communication from students, parents, staff and community partners with the Intervention/Assessment Team.



Utilize community partners to get your message to all members of the school community. You should post and publish the Early Warning Indicators. Involve students in an ongoing education program to make students aware of the avenues to communicate concerns to adults (anonymously).

SLIDE # 25: PERSONAL AND INDIVIDUAL PREPAREDNESS: DETERMINE YOUR DEGREE OF PREPAREDNESS

Key Teaching Concepts

Personal Preparedness:

These questions may be used to introduce “Personal Preparedness” or “Individual Preparedness”. All members of the school community may use these questions to assess their individual preparedness. This may be a beginning of the year staff development active to introduce the concept of “everyone has a role in the school safety plan.” This begins the process of reinforcing that a secure and safe campus can only be attained if everyone knows their role and responsibilities. We want to empower our staff and hold them accountable.

- 1. How well do you know your plan?*
- 2. How well do you know your role in the plan?*
- 3. Have you practiced your plan?*
- 4. Are you prepared to carry out your responsibilities in a crisis event?*
- 5. How well do you know the Early Warning Indicators/Behaviors?*
- 6. Do you know how to access the Intervention/Threat Assessment process?*
- 7. How well do you know your students, parents and community members?*

SLIDE # 26: PERSONAL AND INDIVIDUAL PREPARATION

Being Prepared to Survive an Active Shooter Event Requires:

1. In addition to “Organizational Preparedness” you must have “Individual Preparedness”. Some may use Coopers work to assist in explaining this concept.
2. Individual Preparedness begins with a “Heightened Sense” of what is going on around you. This is often referred to as “Situational Awareness”.
3. In order to have “personal awareness or attain “situational awareness” you have to anticipate and be prepared for the potential threats that may not be obvious!



Examples: Given that dark shopping mall parking areas provide opportunities for perpetrators, you should anticipate this and park under a light, have your keys in your hand, be ready to sound the alarm by carrying signaling devices, have in mind and at hand your improvised weapons (mace, pointed objects, etc.), have a plan and develop the mindset to carry it out. This same concept is applicable to schools. A comprehensive safety plan will include specific response options to address the threats that are identified in the school community by the “comprehensive threat assessment program.”

4. You should develop a healthy degree of mistrust/suspicion.
5. This is an opportunity to reinforce that those with a plan that take action most often survive. Those that fail to have a plan and fail to act survive less frequently.
6. Know what you are capable of doing and what you are willing to do. If you are prepared, you will most likely be able to do more than you think. This may be an opportunity to mention the body’s reaction to stress. Preparation may allow you to take advantage of adrenalin by increasing your ability to act. Failure to prepare may cause you to simply freeze with tragic consequences.
7. Simply: Start with a plan, develop prevention strategies for various threat situations, develop response options and develop the mindset to carry out the plan.
8. Stress this is a cooperative effort between the organization and the individuals.

SLIDE # 27: (VIDEO) WHEN YOU ARE NOT AWARE OF YOUR SURROUNDINGS, BAD THINGS HAPPEN!

This slide is a video that shows people walking and texting, not paying attention to their surroundings. The point to emphasize here is that when you have a poor individual preparedness/situational awareness, bad things happen.

- ❖ The first clip of a guy walking/texting in a mall, not aware of his surroundings he falls into a water fountain.
- ❖ The second is a security camera clip that shows a woman walking/texting, fall into a water fountain.
- ❖ The final clip is from a news chopper, filming a bear on the loose. The bear is aware of his/her surroundings, looking for food or something to play with. In the upper right corner of the screen a man is walking/texting, you will be able to identify when his “heightened sense of awareness” kicks in!



SLIDE # 28: YOUR ROLE IN SURVIVING AN ACTIVE SHOOTER EVENT

Key Teaching Concept

Your Role in Surviving an Active Shooter Event:

- ❖ Personal or Individual Preparedness means having “Situational Awareness”.

- You should learn to live in a “heightened sense of awareness of your surroundings”.

Cooper’s Color Code is covered in more detail in the “Supplemental Material”: (It may be used as an example) or you may cover “Personal Preparedness/Heightened Awareness” by explaining:

- A key to “Personal Preparedness” is your ability to live in a state of “Heightened Awareness”.
- Being in this state will assist you in :
 - Recognizing the presence of threats
 - Analyzing & Internalizing the presence of the threat
 - Preparing you to take necessary action

SLIDE # 29: KEY TO KEEPING YOUR KIDS SAFE IS PREPARING YOURSELF TO ACT!

Key Teaching Concepts

- ❖ “In the moment of decision, the best thing you can do is the right thing, the next best thing is the wrong thing, and the worst thing you can do is nothing.”

– Theodore Roosevelt

- ❖ You must have a plan. Taking action to protect you and those in your charge is a far better choice than doing nothing. Those that act survive!
- ❖ Key: have a plan!
- ❖ Taking Action to protect you and those in your charge is a far better choice than doing nothing.



- ❖ Underscore: You will react as you have practiced. Often you are capable of doing more than you think you can do. Preparation will allow you to maximize your performance in these critical situations.

SLIDE # 30: DYNAMICS OF AN ACTIVE SHOOTER EVENT

Shooter's Actions:

The Shooter arrives, seeks victims, and engages victims. Time equals lives saved or lost. These events are typically brief in duration. The shooter may have an initial target but the event usually evolves into a more random taking of victims as they are encountered.

What will you face if you do not take action?

- ❖ Active shooters view their victims with an altered sense of reality. Typically, compassion, pity, etc., are not emotions that enter into the equation. If we review the active shooters demeanor, we find an emotional void. They often take victims as they are encountered and in a random fashion. Often, they are described as detached, clam, etc. Columbine video and accounts of previous active shooter events serve to demonstrate how the shooters often lack empathy for their victims. Though difficult to watch, the perpetrators may be viewed taunting their hapless victims just prior to taking their lives. The active shooter events of Columbine, Virginia Tech and Sandy Hook stand as testament to mindset of the active shooter. Carnage was the shooter's goal with no regard to the horrific actions that they were undertaking.
- ❖ Again, in the Columbine video, the shooters demonstrate the characteristics often associated with narcissistic personality disorder. As they taunt their victims, they clearly demonstrate a lack of empathy for their victim. They appear to enjoy the sadistic power they are exerting over their hapless victims. In the extreme, those suffering from narcissistic personality disorder seem to project a confident and in control facade while in fact they are struggling with severe self-esteem issues. When shooters exert their sadistic control over their victims, in this fashion, some may believe they are attempting to cope with their own issues of poor self-esteem.
- ❖ Your options: You should seek to prevent contact with the shooter. Your options are to Escape/Run or Lockdown/Hide! As a last resort to Fight!

Discussion Points on (Your Actions):

Separation & Security from exposure to the shooter is your goal. Sound the alarm but do not let it slow you down in securing the safety of those in your charge. Escape to a safe place if you have a safe path to a secured destination. (If you decide to escape, you must



take a safe path. If you do not know where the threat is located, you may very well be leaving a place of security (i.e. a secured classroom) for an unknown destination that will lead you directly into the Shooter (The Columbine video is a good example). Shots fired often sound like a book being dropped. Discerning where the shooter is located based on the sound of gunfire is difficult. It is not usual to see victims take a path directly into the shooter based on an escape path determined solely the sound of gunfire.

If you elect to “Lockdown”, you must have a plan that address the principles of a safe Lockdown. You should quickly: lock/secure/barricade door; move students out of the line of fire to cover or concealment if cover is not available (underscore the difference); keep them on their feet and spread them out (cover the importance of making everyone a difficult target) and turn off lights, cell phones, etc., off. You are attempting to make everyone undetectable.

If, your last option is to “Fight” remember the basic principles. Staff and age appropriate students may exercise this option as a last resort. This option may be exercised if you are faced with an eliminate life threatening confrontation. Your only option may very well be to fight. Obtain predetermined improvised weapons (fire extinguishers, pointed objects, chairs, wasp spray, etc.) If you are participating in the fight option: You should take a position that places the attacker in your circle of violence (explain circle of violence) and puts you in a position for an undetected (surprise) attack. Explain the mindset that you must have to exercise this option. If you prepare, you may very well be able to do much more than you thought you were capable of doing.

As an aside you may wish to reinforce and discuss what the “Organization’s Responsibility or Actions” may be: The design, architecture and or policies/practices should be in place to secure the perimeter of the facility. Hardware should be in place to provide easy & quick locking and securing of classroom doors. Facility-wide plan for “Escape/Run, Lockdown/Hide or Fight” must be in place. Have a policy empowering staff to sound the alarm. The organization should have the system and policies in place to sound the alarm, communicate the location of the threat and critical information (to the staff, i.e. type of threat, location of threat, directed response or the actions the staff & student must take).

Suggestion:

“Practice” sessions, table top exercise, debriefing sessions and forms are all the responsibility of the “Organization”.



SLIDE # 31: ACTIVE SHOOTER EVENT OPTIONS

Key Teaching Concepts

Note these options are fluid. Transition from one to the other and back may be the most prudent options as circumstances change.

Option to Escape or Run

Evacuation is an option if you have a secured path to a predetermined safe area.

Option to Lockdown or Hide

If a secure path to a safe location is not a certainty, “Lockdown” may very well be the best option.

Option to Fight

If: Escaping is not an option. Hiding/lockdown strategies fail.

Then: You will be faced with eminent danger. You must be prepared to take lethal act to defend yourself & those in your charge (with improvised weapons).

SLIDE # 32: OPTION TO ESCAPE/RUN

Key Teaching Concepts

1. Have a safe path and destination (with alternate) in mind.
2. Escaping is one of your best options IF you have a safe path to a secure site!
3. Do not attempt to evacuate if you do not know where the threat is located.
4. Leaving a secure place for an unknown option may take you directly into the threat!
5. Leave your possessions (warn others) but do not slow your escape.

Do not forget to have a predetermined safe destination. Remember that having “Evacuation Kits” that can be accessed (with instructions) without the loss of time is always a good idea. “Evacuation Kits” should be predesigned and the contents determined by job descriptions. In other words, the teachers “Evacuation Kit” will have different contents than the administrators, nurse, etc. Help in assembling these kits may be found in the school community. EMT, health care professionals, etc., may develop the contents of the nurses “Evacuation Kit”. Updated class lists with guardian/contact information, student’s critical health needs (sealed and open only in an emergency), general medical or first aid kit and supplies (with instructions), safety vest, whistle/bullhorn, batteries, communication device, flashlight, etc., are just a start. The School Safety Specialist, School Nurse, School



Safety Committee, etc. should be involved in developing the contents of each “Evacuation Kit”.

Remember: Your special needs children!

1. Have you made accommodations for profound and physically disadvantaged children?
 - a. Do you have the equipment and methods to move them and care for them once you have reached the secure area? Your school health care professional, Special Needs Teacher, and or Director, etc. will be great resources in putting a plan together.
2. Have you taken into consideration the reaction of emotionally disadvantaged children?

SLIDE # 33: OPTION TO ESCAPE/RUN

1. As you evacuate, understand the concepts of concealment and cover.
2. Concealment should hide you while sufficient cover may stop a bullet.
3. Quickly check corners, intersections, and rooms before you move into or through them.
4. PRACTICE your Option to Escape.

Key Teaching Components

Escaping is often the best option. However, it must be done in a planned and deliberate manner. We have learned that identification and the location of gun fire is often difficult in a large building. You must have enough information to select a safe path to a safe and secured area. If you evacuate blindly you may very well evacuate directly into the shooter. The Columbine video is a classic and tragic example of this phenomenon. Students can be seen running and then stopping, and running in the opposite direction. You first must have correct information (location of threat, safe path and a safe destination) before you evacuate.

SLIDE 34: LOCKDOWN/HIDE: REMEMBER YOU HAVE BEEN EMPOWERED TO SOUND THE ALARM!

1. Quickly lock and secure the door.
2. Put as much furniture as possible in doorway to create a secure barricade.



3. Put as much 'cover' between you and the threat as possible.
4. Stay out of the line of sight/fire.
5. Do not make yourself an easy target. (Stay on your feet ready to move.) Keep student mobile. Remember your goal is to make them a difficult target!

Key Teaching Concepts

Remember you have been empowered to sound the alarm!

SLIDE 35: OPTION TO LOCKDOWN/HIDE

1. Silence your cell phone and/or pager.
2. If you can silence your cell phone and leave an open line to 911.
3. Turn off any source of noise and remain quiet, i.e., radios or televisions.
4. Remember that 'cover' is your goal. Hiding behind large items (cabinets, desks or solid walls) is best. Simply hiding under objects that provide only concealment with the hope of being safe from gunfire is like asking the 1950's children to take shelter under their desks for protection from an atomic bomb.
5. PRACTICE your Option to Lockdown

Key Teaching Component

1. Remember to consider your student special needs. An example to consider would be Autistic children. We know from our practical "Active Shooter Drills" that fire alarms are often initiated as a result of the residue from gun fire. This may bring about a "stimming" episode in children with Autism. One Director of Special Education indicated that a mouth piece is an option that seems to replace stimming with chewing the mouth piece and quieting the episode.

SLIDE #36: IF THE CLASSROOM IS BEING BREACHED: OPTION TO FIGHT

Key Teaching Concepts

(Last Resort) If the classroom is being breached: Option to Fight

1. Obtain improvised weapons. (Fire Extinguisher, sharp objects, chairs, etc.)



2. Teachers, aides, and (depending on school policy) age appropriate students should be positioned out of the line of sight/fire with as much cover as possible.
3. Your goal is to obtain cover while bringing the attacker into your “circle of violence.”
4. You must be ready to take lethal action. You are capable of doing more if you are prepared to do so. Commit to your actions.
5. PRACTICE your Option to Fight. Be prepared to take down the shooter.

Optional Key Teaching Component:

- a. Multiple assaults may divide the attackers focus.
- b. You may elect to use John Boyd’s work as an example to simplify or explain the advantage gained by taking unexpected action: Boyd’s OODA LOOP: In this process the potential opponent observes the situation, orients himself (based on what he perceives), decides what to do (by analyzing and synthesizing the information he has gleaned), and acts (takes the action dictated by the circumstances he has internalized). Utilizing Boyd’s model, if new/additional information is entered into the situation, the process repeats itself as new information enters the equation. Applying this concept to the “FIGHT” phase of the “ESCAPE/RUN, LOCKDOWN/HIDE, or FIGHT” program; if the “Fight” option is implemented as a last resort, the taking of unexpected actions may cause the attacker to “recycle” the loop, giving the potential victims time and opportunity to take the necessary action to save the lives of their students as well as themselves. Taking unexpected action, if faced with no other options, may make the suspect go through his OODA Loop again, giving you critical time to act.
- c. Observe means to know what is happening through any of your five senses, not just sight.
- d. Orient means to understand the meaning of what you observed.
- e. Decide is weighing the options available and picking one.
- f. Act is carrying out the decision.
- g. This can be an effective strategy or course of action when exercising the “Fight Option”. Individuals that carryout Active Shooter Events, select “soft target” like schools because they want to exact carnage but at the same time they are not expecting individuals in this environment to fight back. Thus by utilizing the options that we have outlined in the attacker may be forced to “reorient” and



rethink his options thus providing time for individuals with improvised weapons to take action.

- h. Note: Be Aggressive, Improvise Weapons, Divide the Shooter's Attention by throwing objects, being loud, etc. (thus forcing him to reorient himself).

Establishing the mindset to fight for one's life is not a familiar concept to most individuals. Indiana State troopers have found that if educators understand they are fighting for their children, the mindset necessary to succeed in life or death struggle may more easily be reached. In the process of reconciling and coming to grips with the action necessary to fight for one's life and those in your charge may better be understood and achieved if we take a more in depth look at "Active Shooters". It has been suggested by numerous reports that some active shooters suffer from such mental and emotional maladies as chronic depression, schizophrenia, borderline personality disorder, etc. Others have been described as manipulative psychopaths.

An active shooter does not view the AS event through the same prism as a sane, logical and emotional stable individual. They do not view their victims with empathy. They have often been described as calmly walking through the school and methodically taking victims as they are encountered (reloading and continuing the process in a non-emotional or hurried manner). Often an active shooter's goal is to take as many victims as possible until he encounters a significant barrier (which may be arriving law enforcement, action of individuals at the event, etc.). At that time he typically elects to take his own life rather than be accountable to those for which he holds no humanity. A life or death decision to take lethal action may seem beyond imagination. Remember, the active shooter does not view the encounter with the same logic and sense of reality as you do. Students, teachers, and staff will receive no pity for those that elect to exact carnage against our children. Understanding that, you must weigh the loss that will be suffered against your reluctance to act.

SLIDE # 37: ACTIVE SHOOTER VIDEO

Key Teaching Concepts

Introduction of the Video:

Inform the audience that Superintendent Doug Carter has been passionate about school safety for more than twenty-five years. He championed school safety as an Indiana State Trooper, Hamilton County Sheriff and now as the Superintendent of the Indiana State Police. Superintendent Carter will introduce the video you are about to view.



1. Direct the group's attention to the key components of Escape/Run, Lockdown/Hide or Fight!
 - a. Escape/Run: Quickly gather information on the type of threat, the location of the threat, and select a safe path to a secured area. Remember the concepts of concealment and cover! Do not leave a secure for an unknown.
 - b. Lockdown/Hide: Quickly secure and barricade the door. Move student out the line of sight/line of fire. Utilize cover if available (Explain concealment/cover). Spread them out and keep them on their feet. Silence cell phone, radios, etc., (any source of sound). You want to remain undetected.
 - c. Fight: LAST RESORT. Improvise weapons! Bring the shooter into your circle of violence. Surprise the shooter from a place out of the line of sight and out of the line of fire. The classroom has been breached! You must fight for your life. Cover the mindset you must have. Remember to mention age appropriateness and predetermined school policy may be recommended (just to take any confusion on what you expect from students). Be aggressive, be loud, and commit to your actions.

Play the Video: Run/Escapes, Hide/Lockdown or Fight Video

Key Teaching Component: Check for questions!

Ask the group to keep in mind the principles of Escape/Run, Lockdown/Hide or Fight) as the view the video.

1. Ask them if they understood that you must know where the threat is located.
2. Ask them if they understood the difference between running and escaping via a safe path with cover?
3. Ask them what the teachers did to make their students a more difficult target?

SLIDE #38: SCHOOL BUS SAFETY

Until recently, active shooter training has been developed for mainly buildings and grounds. School buses are mobile, highly visible, and generally taken for granted, and could easily be used for ill intention. School bus targets are plentiful, and space and cover/concealment is limited. You must have a PLAN to take you and those in your charge out of contact with the attacker as quickly as possible.

Re-emphasis the Phases of an Active Shooter Event! (Slide #15)

Fantasy Planning Preparation Approach Implementation



Notable Past Incidents

- -Yemen December 14, 2014. 15 School Girls killed on School bus from Car Bombing
- -Little Rock, AR, October 17, 2013. Man with knife hijacks bus.
- -Dale County, AL January 29, 2013. School Bus driver killed, takes 5 yr. old hostage for 5 days.
- -Mannar, Sri Lanka January 29, 2008. School bus bombing, 17 Killed, including 11 students.
- -Avivim, Israel, May 22 1970. Terrorist attack on school bus, 12 killed, including 9 students.

SLIDE #39: ESCAPE/RUN, LOCKDOWN/HIDE, FIGHT APPLIED TO A SCHOOL BUS

Key teaching concept

Escape/Run, Lockdown/Hide, and Fight, is the same philosophy as in the school. PLAN now, as school buses offer different challenges than the school building. Refer back to slides # 30-37, stressing the differences between school bus and school building.

1. ESCAPE/RUN
 - a. If you do run to save yourself, without the students, can you live with the possible outcomes?
 - b. Can you evacuate the passengers and all run together?
2. LOCKDOWN/HIDE
 - a. There is limited concealment/hiding, no true cover.
 - i. Behind seats
 - ii. Under seats
 - iii. Behind/under backpacks
3. FIGHT
 - a. Possibly the only option that could allow some passengers to escape.
 - i. Fight like it's the fight of your life.



- ii. Once engaged with attacker, order passengers to escape.
- iii. Use your knowledge of the bus to your advantage.
 - 1) Attack at the service entrance, when you have higher ground.
 - 2) Use fans, heaters, alarms to distract the attacker.

SLIDE #40 & 41: KNOW AND UNDERSTAND YOUR OPTIONS.

- ❖ What kind of weapon is being used?
- ❖ Can passengers be evacuated?
- ❖ If in motion
 - Throw shooter off balance; gain the advantage
 - -Abruptly set parking brake
 - -Swerve left and right
 - Activate lights to gain attention
- ❖ Can you radio in a predetermined code?
- ❖ What can be used as weapons?
 - Tire iron
 - Fire Extinguisher
 - Purse/Bag/Backpack
 - Seat belt cutter
- ❖ Whatever you decide, DON'T HESITATE!
- ❖ If contact is made with attacker, order all passengers to evacuate.

SLIDES # 42 & 43: SCHOOL BUS DRIVERS UNARMED RESPONSE TRAINING VIDEO

These videos were created to show bus drivers potential scenarios to formulate reaction plans. The only wrong reaction is doing nothing.



Suggest to the audience to start discussions with their school on what can and cannot be done, have a policy in place that will protect them, and allow them to protect their students.

SLIDE # 44: REUNIFICATION

You should identify a reunification site and two alternate sites. A current MOU with the owner of those sites must be in place. Typical sites include but are not limited to other school campuses, shopping malls, churches, etc.

1. Your evacuation program should be planned, vetted and coordinated with the transportation, food services, nurse/health care and central office administration.
2. If students need to be moved in mass, the transportation department will play a critical role.
3. Most certainly individuals will need health care that may be provided by the nurse. The nurse should assist in preparing “evacuation kits” (often referred to “Go Kits”). Separate kits should be prepared for classroom teachers, administrators & clinic or nursing staff. The contents of each “Go Kit” will be different. For example, materials in the administrators “Go Kit” should include reunification (student contact information, guardian information, etc.). The head custodians “Go Kit” may include utility shutoff, schematics, etc. It is often thought that “Escape Kits” are always stored in the classroom. This may need to be reconsidered. In an escape phase, we do not want students or staff to delay their evacuation. The storing of evacuation materials in the classroom is reasonable when time permits. However, do not slow your escape by hunting for your “Go Kit”. You may want to think about storing the “Evacuation Kit” at the secure site. A suggestion may be to consider for storing kits away from the danger at the evacuation site.
4. Emergency Evacuation Classroom Protocol (Have a parent notification plan and electronic system in place that is used only in an emergency)

Optional Suggestions

1. Classroom “Evacuation Kits”: Copy of the School Safety Plan (Flipchart), Emergency Contact & Communication Equipment and Emergency Numbers (Crisis Team Numbers), “Crisis Team” contact information, etc.
2. Establish Emergency Classroom Evacuation Kits: the best kits are put together by local school officials, teachers, EMT and School Nurse.
3. Something to remember for “Classroom Meds”: Meds that are tailored to the needs of children in that particular classroom, general First Aid supplies developed by EMT/School Nurse,



4. Classroom Teachers: Updated student class list with updated emergency contact and release and alternate release person's information, etc.
5. Principal and Administration "Go Kit": School Safety Plan, Bullhorn, Vest, Electronic Format of the campus with utility shutoff, master student contact list with guardian/alternate, release forms, emergency contact phone/radio list, Transportation Director's contact information, laptop, etc.
 - a. 5. Establish Nurse Evacuation Kits: Enough Meds to last for 24 hours, Individual Health Care Plans for students with special needs, Emergency Equipment: AED, Basic First Aid Instructions, etc. Remember to contact agencies like American Academy of Pediatrics, American Heart Association, EMT, School Physician and Nurse, etc. when developing these kits.
6. Remember to have an MOU with the current owner of evacuation site.

These teaching points will be presented on the Slide # 44:

- ❖ Locate secure backup sites off campus away from the danger.
- ❖ Keep evacuation supplies at the back up site!
- ❖ Develop MOU (Memorandum of Understanding) with the current site owner.
- ❖ Develop 'Evacuation Kits' that are available to all teachers, administrators, transportation staff, healthcare professionals and food services staff (segregated by responsibility).
- ❖ Develop 'Evacuation Kits' with the assistance of EMTs, nursing staff, teachers, administration and the special needs staff.
- ❖ Don't forget your special need students.
- ❖ Remember you must always evacuate to a secure site. You should not leave a place of security for an unknown. With that in mind, you should always evacuate to a previously secured area.

Note: Jolene Bracale at the Indiana Department of Education (Nursing Coordinator for Indiana) is a great resource for developing the medical contents of the "Evacuation Kit".
Jbracale@doe.in.gov



SLIDE # 45: LAW ENFORCEMENT ARRIVAL

Background, Supplemental and Teaching Suggestions

It is important to give staff an understanding of what to expect. This is extremely helpful when underscored with the Active Shooter Scenario.

You may want to explain what law enforcement learned from Columbine. The go hunting rather than waiting outside.

Law Enforcement may arrive in uniformed, plain clothes or tactical gear.

They will bypass the wounded in an effort to make contact with the attacker. Do not attempt to reach out to arriving law enforcement. By contacting law enforcement you will decrease his ability to respond to the threat. This may result in rendering both of you vulnerable to injury. Arriving law enforcement will be forceful. If you are able and are confident of the facts, you should direct them to the threat and supply them with information on the: Clothing of the shooter, physical information (sex, race, hair color, etc.), type of weapon, etc.

Law enforcement identification cues:

- ❖ Remember Law Enforcement may arrive in or out of uniform!
 - Full dress uniform
 - Plain clothes
 - Full tactical uniform
- ❖ They will bypass the wounded!
- ❖ They will be forceful!
- ❖ They may arrive in full tactical gear
- ❖ You should expect law enforcement to make their identity known!

SLIDE # 46: LAW ENFORCEMENT ARRIVAL (CONTINUED)

- ❖ *Do not attempt to reach out arriving law enforcement*
- ❖ *Keep hands empty and clearly visible*
- ❖ If you are able, supply arriving law enforcement with information on the shooter direction, location, (sex, race, hair color), type of weapon, etc.



- ❖ “911 Emergency Information” is posted on ISP Website to assist if you are safe & able to call.

Remember:

Action of Law Enforcement

Law enforcement officers are there to take down the shooter! As mentioned earlier, we have learned that the more prudent strategy is to enter the building immediately with the goal of taking down the shooter(s) as they are encountered by LE.

Your Action

If you are safe and able you should contact 911 and arriving law enforcement with as much information as possible. If you are able and are confident of the facts, you should direct them to the threat and supply them with information on the: Clothing of the shooter, physical information (sex, race, hair color, etc.), type of weapon, etc. You should remain calm and still. Follow instruction without hesitation. Leave belongings behind and keep your hands visible and empty.

SLIDE # 47: SUGGESTIONS FOR CONSIDERATION

A simple and free best practice is to increase the visibility of law enforcement. It may be the best and least expensive tool in your safety kit.

One more time it may be a good idea to suggest some free and positive services provided by ISP.

- ❖ Active Shooter Program is posted on the ISP Website with link provided by the Indiana Department of Education.
- ❖ ISP Walk-Through will be conducted at the schools pleasure. ISP Trooper will visit, interact with students and staff.
- ❖ ISP will provide Threat Assessment Training to groups of County Commissions. ISP will not be able to provide in depth Threat Assessments of all Indiana school campuses, but training may be scheduled and provided to groups of County Commissions.

Note: Invite law enforcement (local and state) into your school and incorporate them into the planning and reviewing process. Your plan must be an “All Hazards” plan.

Remember: The Indiana School Safety Specialist Academy will provide free training and resources at the Indiana School Safety Specialist Academy. ISP will also provide free training and resources.



Suggestions for slides:

- ❖ Increase “Law Enforcement Visibility” on your campuses!
 - Partner and develop relationships with local, county & state law enforcement to bring officers onto your campuses.
 - Utilize local LE, SRO and Safety Specialists to develop an “All Hazards” Safety Plan”
 - Invite law enforcement to your campus extracurricular events, career day, staff development programs, safe schools committee meetings, county commission meetings, etc.
 - Create a satellite police station and or work room for local, county and state LE!

One more time it may be a good idea to suggest some free and positive suggestions for building safety as well as the free services provided by ISP.

Invite law enforcement into your school and incorporate them into the planning, review, communication and revision of your school safety plan. Having law enforcement visibility may very well be one of the most effective tools to prevent violence on your campuses. Your plan must be an “All Hazards” plan. The Indiana School Safety Specialist Academy will provide training and resources.

SLIDE # 48: SUGGESTIONS FOR CONSIDERATION

Empower your staff to participate in the school safety plan.

- ❖ Include staff in planning and revising the plan.
- ❖ Include staff in planning and conducting drills in partnership with law enforcement.
- ❖ Members of the faculty and staff should understand that they are expected to participate in securing the building (maintaining perimeter security, monitoring visitor traffic, being vigilant of students exhibiting the Early Warning Indicators, etc.)
- ❖ Reinforce that the expectation is that staff will sound the alarm if they see something of concern!
- ❖ Empower staff to initiate lockdowns, call 911, initiate fire alarms, etc.

SLIDE # 49: SUGGESTIONS FOR CONSIDERATION

Conduct a Comprehensive Threat Assessment



- ISP will provide Threat Assessment Training. They will train you to do your own Threat Assessment. You know your school community better than anyone.
- We want you to develop a mindset to do what it takes to defend yourself and those in your charge. There can be no security without effort, planning and sacrifice.

Understand that, like law enforcement, educators are most often willing to die for those in their charge. In the application of this plan, we are asking them to live for those in their charge by implementing the strategies we have outlined.